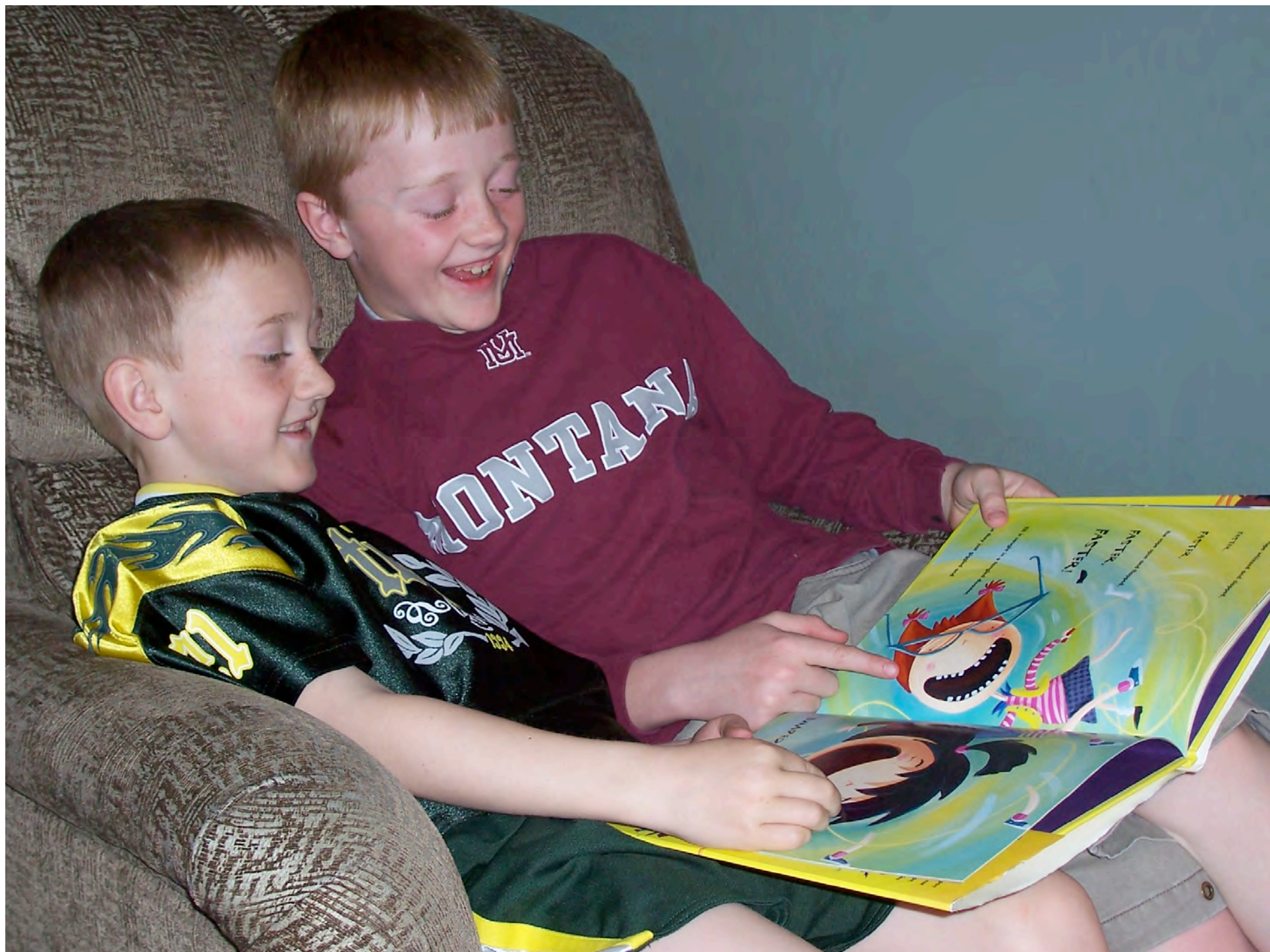




# Teaching Phonemic Awareness and Phonics





# Tara Ferriter-Smith

- Office of Public Instruction
- IDEA Instructional Strategies Specialist
- 406-444-0923
- [tferriter@mt.gov](mailto:tferriter@mt.gov)



# Welcome!

## We're glad you're here!

- Introduction
- Housekeeping
- Cell phones on manner mode



# **Today's Goals**

1. Discuss good teaching strategies in reading
2. Review examples of teaching from “Teaching Reading Essentials” DVD
3. Critique best practices and brainstorm ideas for improvement

# Teams



- Establish a team name.
- Establish a team cheer.



# Team Ideas

- Reading Team
- Sports Team
- Animal Name Team
- Dinosaur Name Team
- Video Game Team
- Content Areas
- Science, Social Studies

# Cartoon Partners





# Cartoon Partner Activity

Tell your partner one thing you are looking forward to in teaching all day Kindergarten.

1<sup>st</sup>- Patrick (10 seconds)

2<sup>nd</sup>- Spongebob (10 seconds)

# Cartoon Partners

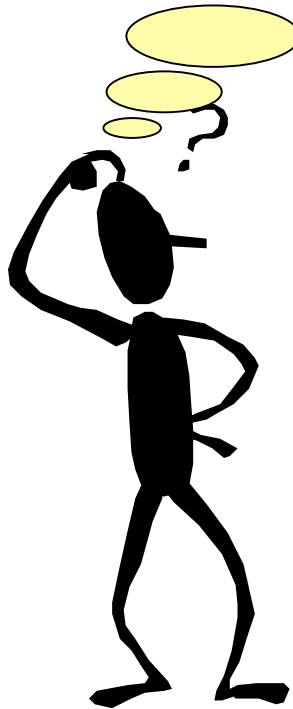


# Cartoon Partners





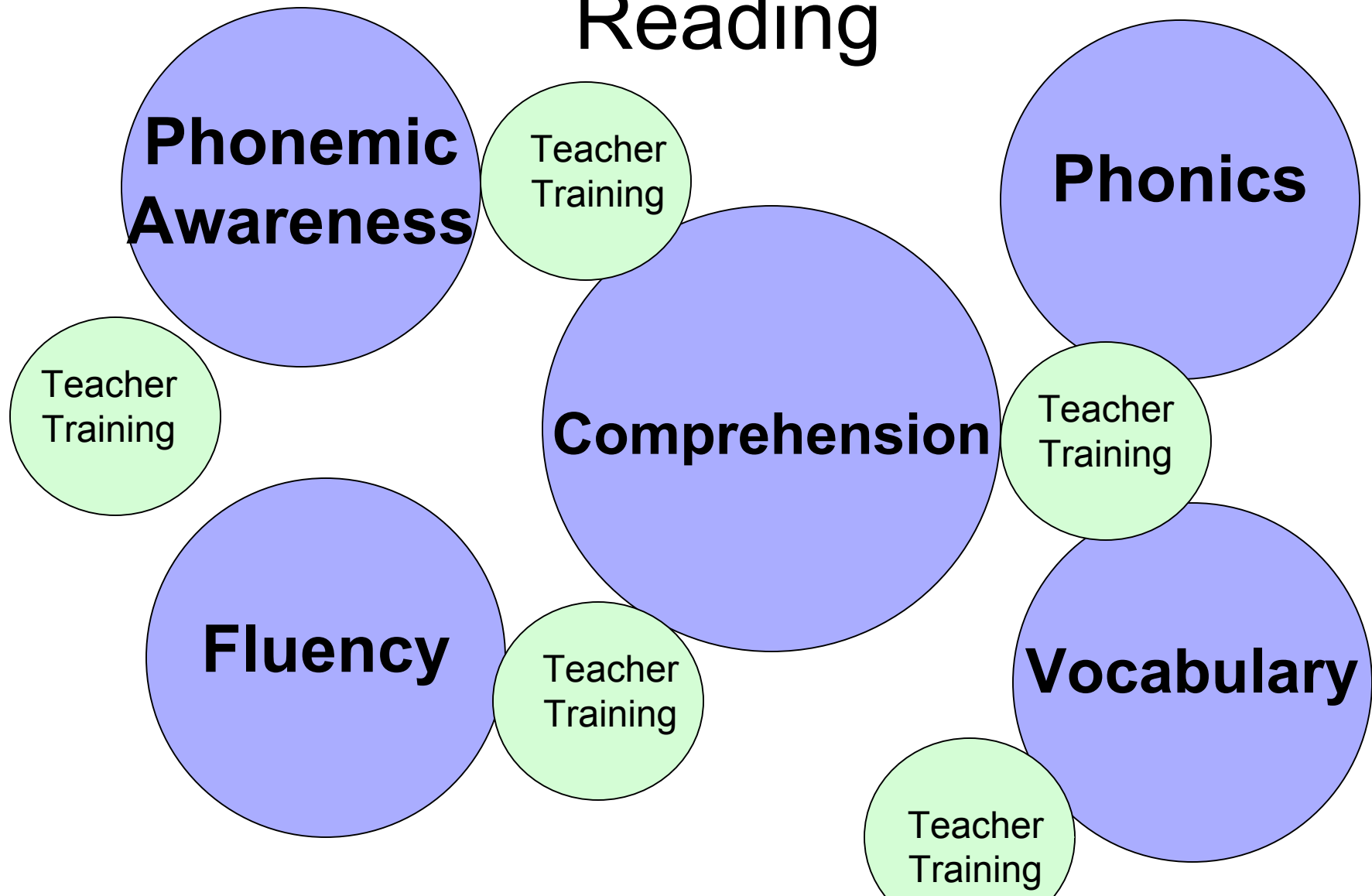
**Where do we start  
when we want to  
teach a child to  
read?**



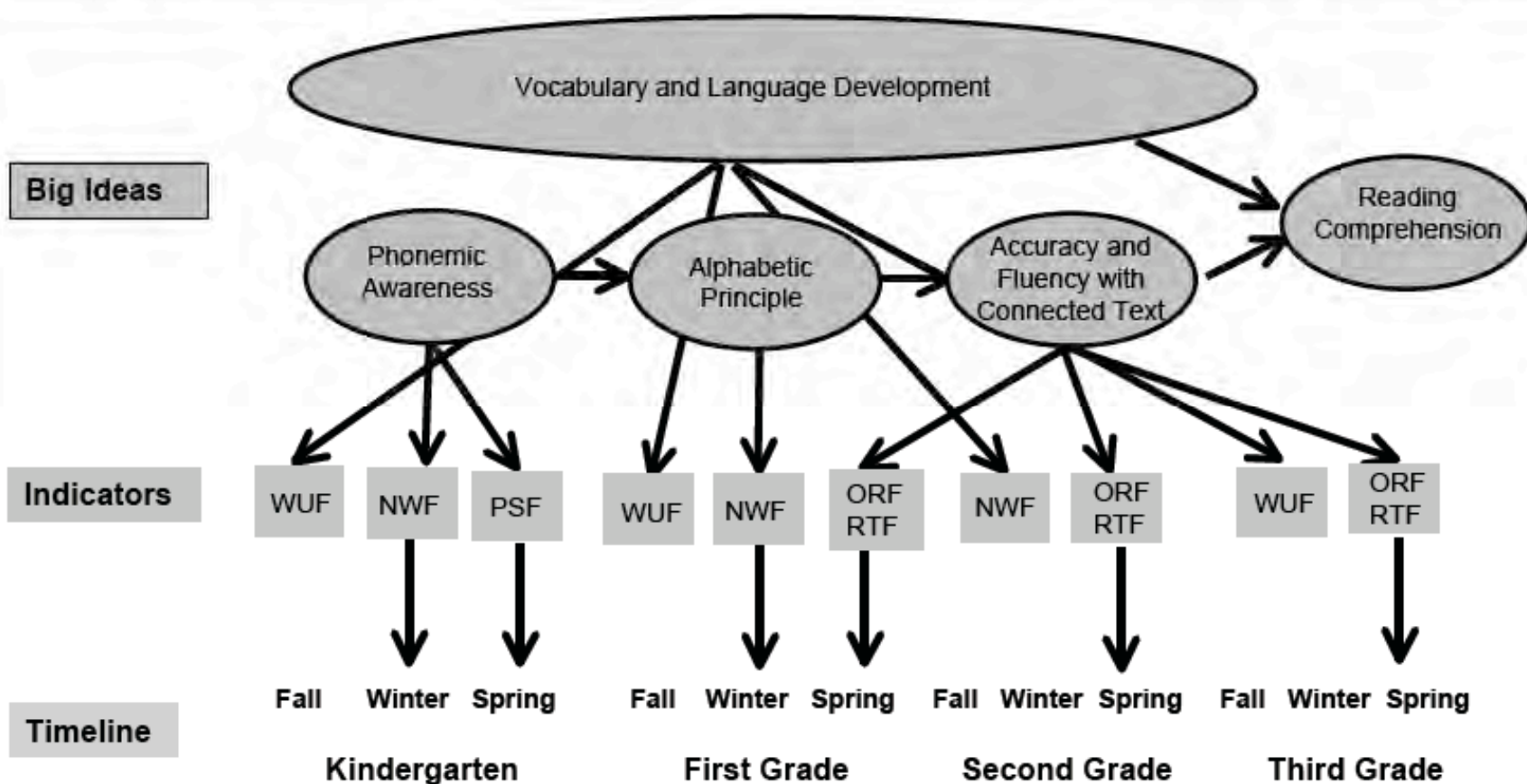
**Look at the  
BIG IDEAS of  
Reading!**



# The Big Ideas for Teaching Reading



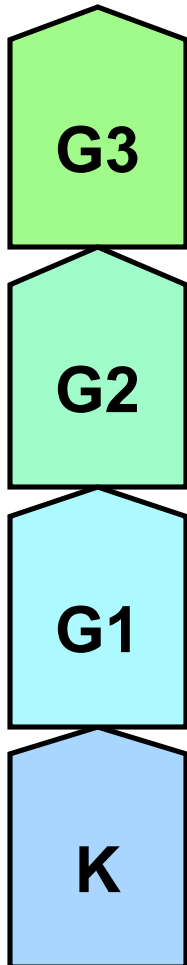
# Model of Big Ideas, Indicators, and Timeline



Adapted from Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001).

# HIERARCHY OF SPECIFIC SKILLS - **READING MECHANICS**

## PHONOLOGICAL AWARENESS



Phoneme Blending/  
Segmentation  
Initial Phonemes  
Onset-Rime  
Words/Syllables  
Sentences/Words  
Rhyming

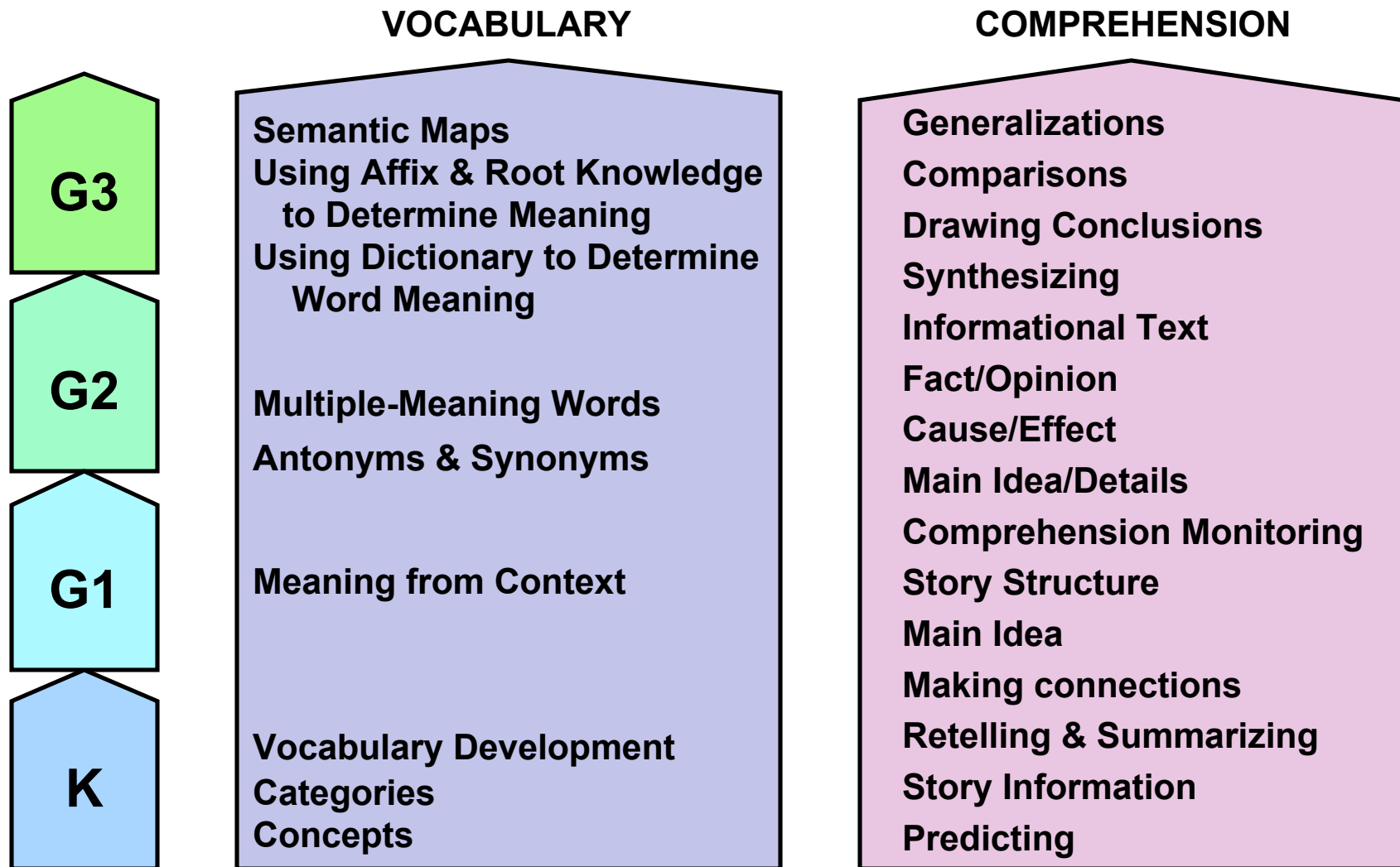
## PHONICS

Affixes, Roots  
Syllable Types  
Compound Words  
VR, VL  
CVCE, CVVC  
CCVC, CVCC  
Blending (CVC)  
Letter Sounds

## FLUENCY

110 CWPM - G3  
90 CWPM - G2  
40 CWPM - G1

# HIERARCHY OF SPECIFIC SKILLS **READING COMPREHENSION**





# Survey of Knowledge

- Alphabetic Principle
- Phonological Awareness
- Phonemes
- Phonemic Awareness
- Phonics
- Onset
- Rime

# Phonological Awareness Continuum

Type	Description	Examples
<b>PHONEMES</b>	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
<b>ONSETS AND RIMES</b>	Blending and segmenting the initial consonant or consonant cluster ( <i>onset</i> ) and the vowel and consonant sounds spoken after it ( <i>rime</i> )	/m/ /ice/ /sh/ /ake/
<b>SYLLABLES</b>	Blending syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
<b>SENTENCE SEGMENTATION</b>	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
<b>ALLITERATION</b>	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
<b>RHYME</b>	Matching the ending sounds of words	cat, hat, bat, sat





# Rhyming

## Rhyme

**Is the match between ending sounds of words**

Recognition vs. Generation

Rhyme Game Cards  
Rhyming Picture Puzzle  
Poetry, Songs, Books



# Alliteration

## Alliteration

**Focuses attention on initial phonemes**

Tongue Twisters  
Silly Sentences

# Sentence Segmentation

## Sentence Segmentation

**Helps students to understand that sentences are composed of separate words that are spoken in a particular order to convey meaning**

Breaking sentences into words:

Manipulatives  
Build a sentence  
Pocket Chart





# Syllable Blending and Segmentation



Syllables

**Blending syllables  
together to form  
words and  
segmenting words  
into syllables**



# Onset-Rime Blending and Segmentation



**Onset**

**Initial consonant or  
consonant cluster**

**Rime**

**Vowel and consonants  
that follow the onset**



# Phoneme Blending and Segmentation

**Phoneme  
Blending**

**Listening to a sequence of individual sounds and combining them to pronounce a word**

**Segmenting  
Words into  
Phonemes**

**Breaking a word into its individual sounds**



# Say It and Move It





# Phoneme Manipulation

**Manipulating  
Phonemes in  
Words**

**Working with  
phonemes (adding,  
deleting, or  
substituting them)**



# Phonemic Awareness and Phonics

**Phonemic  
Awareness**



**Phonics**

- Phonemic awareness instruction focuses students' attention on the sounds of spoken words
- Phonemic awareness instruction helps students make the connection between letters and sounds
- During reading and spelling activities, students begin to combine their knowledge of phonemic awareness and phonics

# Self-Stick Dry Erase Sheets

C-Line Products Inc.

8 1/2 X 11	25/box	\$29.36
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17 X 24	15/box	\$56.44
---------	--------	---------



<http://www.clineproducts.com/searchindex.html#57911-P>



# Phonics

## Survey of Knowledge



- Decoding
- Decodable texts
- Graphophonemic knowledge
- Instructional level
- Irregular words
- Morphemes
- Orthography
- Phonics
- Rime
- Sight words
- Sounding out
- Syllable



# Explicit and Systematic Instruction

- Teach more frequently used letters and sounds before teaching those less frequently used
- Introduce only a few letter-sound correspondences at a time
- Present each individual letter and its most common sound first



# Letter Recognition Activities

Alphabet Mats  
and  
Alphabet Arcs

**Help first graders learn:**

- **letter names**
- **the sequence of letters in the alphabet**



# Alphabet Activities



**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

**MN**

**A**

**N**



# Phonics and Word Study

## **Students should come to understand:**

- ▶ Sounds can be represented by a single letter or combination of letters
- ▶ Some letters can represent more than one sound
- ▶ Different letters can represent the same sound
- ▶ Different word-study strategies can be used to decode and read unknown words
- ▶ Generalizations (or rules) may help determine the correct pronunciations of words but may not apply to every word



# Word Study Strategies

- ▶ Identifying and blending together the letter sounds in words
- ▶ Recognizing high frequency and irregular words
- ▶ Using common spelling patterns
- ▶ Using common syllable patterns
- ▶ Using structural analysis
- ▶ Using knowledge of context and syntax to support pronunciation and confirm word meaning



# Decoding

- **Model how to blend the individual sounds from left to right without stopping between them**
- **Follow “sounding out” with a fast pronunciation of the word**
- **Help students to move from orally “sounding out” words to silently “sounding out” words as they read**



# Irregular/Sight Words

- Contain some letters that do not represent their most commonly used sounds
- Tend to be high frequency words that students encounter often in their reading and writing
- Can be partially decoded



# Irregular/Sight Words

- **Sight words** are words that are recognized immediately
- The ultimate goal is for all words, regular and irregular, to be read **automatically** with little effort

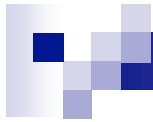


# Irregular Words Practice Set

what      they      to      are

they      are      what      you

to      what      you      to



# Grouping for Instruction

Whole Class

Small Groups

Partners

One-on-One is not the best use of resources  
and children learn from each other in small  
group settings.



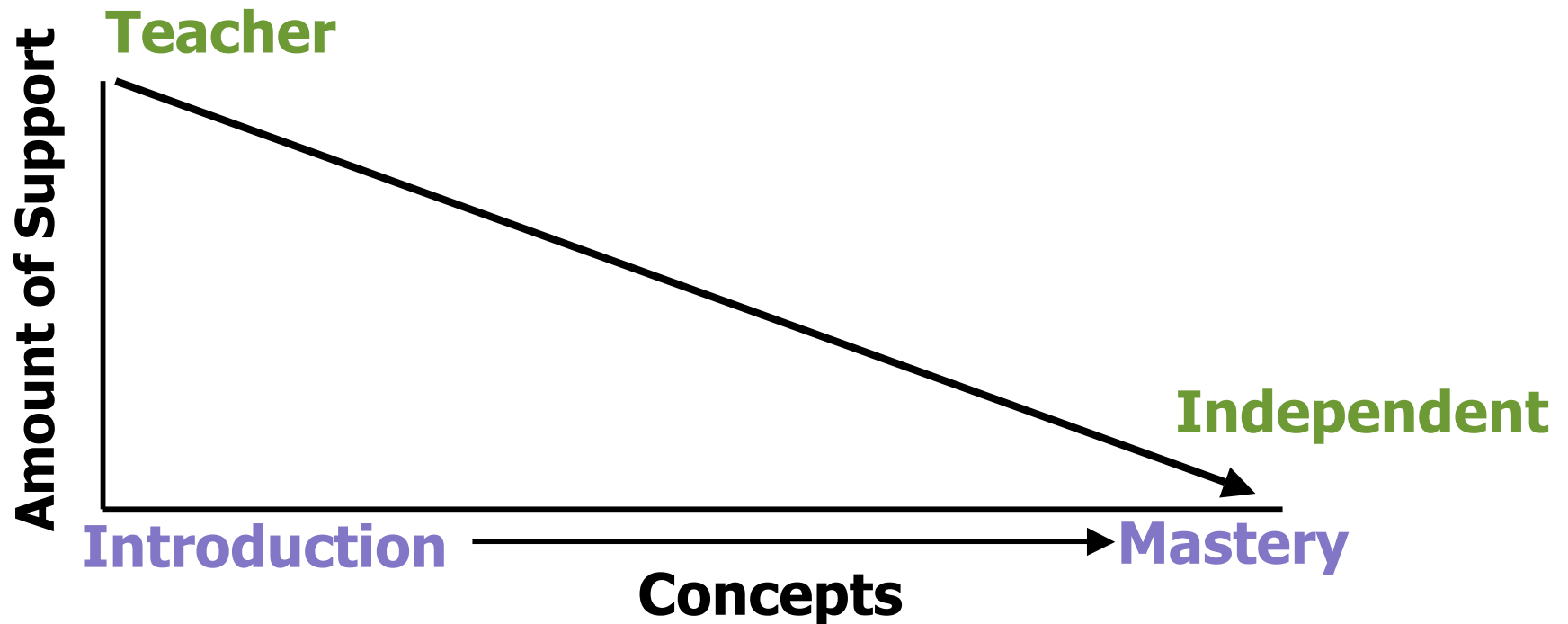
# Structural Analysis

Helps students analyze words, or break them into parts they already know, to help them read and spell unfamiliar words

- ☐ Compound words
- ☐ Base (or root) words
- ☐ Prefixes
- ☐ Suffixes
- ☐ Inflectional endings

# Scaffolding Instruction

Adjust instruction to meet the specific needs of students!





# Scaffolded Practice

- ▶ **Provide students with immediate feedback during practice**
- ▶ **Have students practice new sounds with previously taught letter-sound correspondences**
- ▶ **Provide support as students read text**
- ▶ **Help students “sound out” and blend letter sounds to read words**
- ▶ **Provide opportunities for independent practice**

# Teaching with Word Walls

- Group words in different categories to help students learn to read and spell words independently
- Select words from a variety of sources
- Limit the number of words that are added
- Categorize words in a variety of ways
- Provide many opportunities for word-wall practice

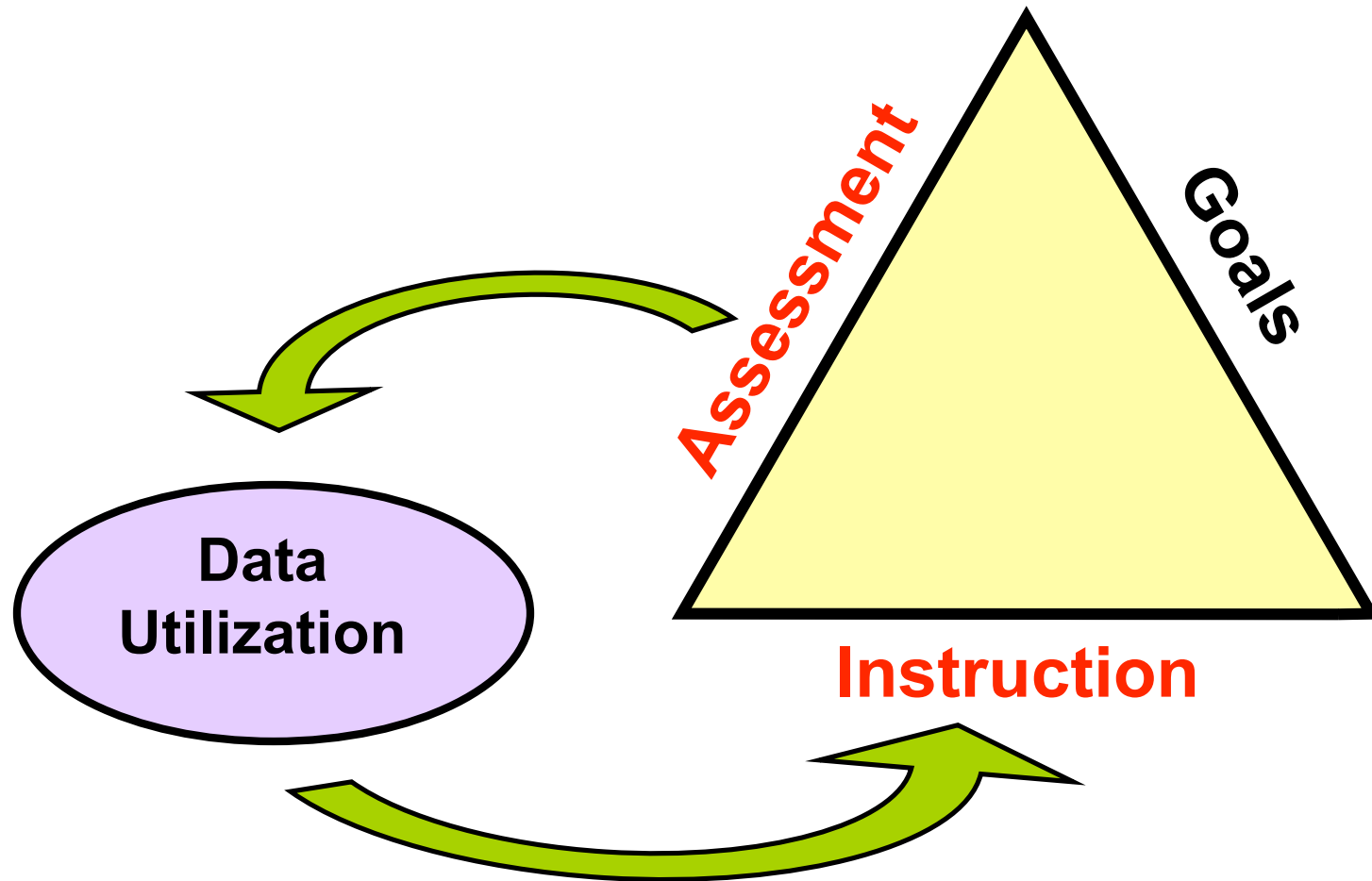


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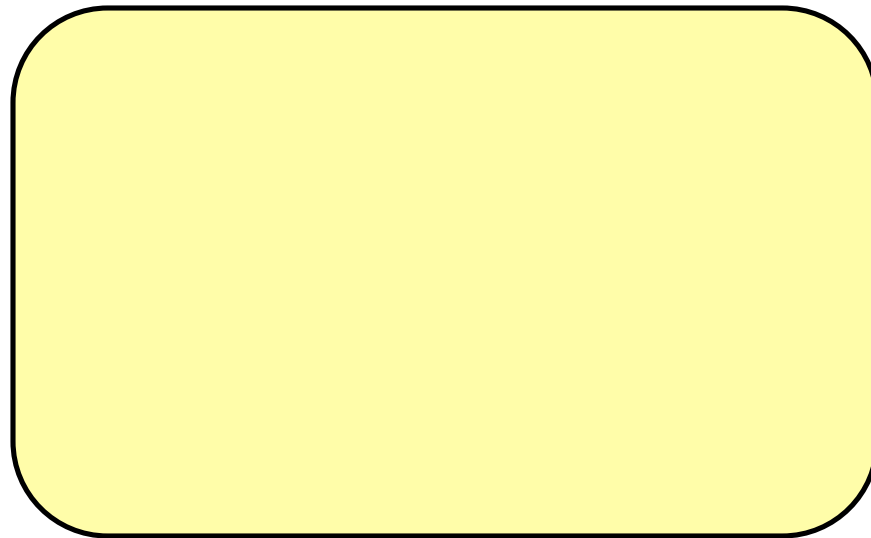
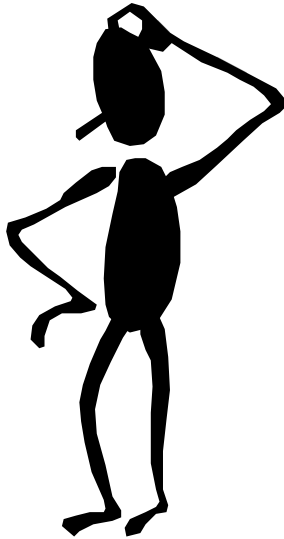


# Linking Goals, Assessment & Instruction





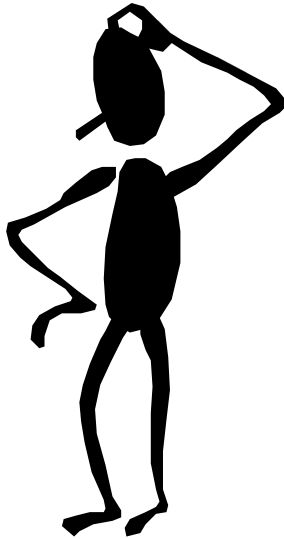
**How can we identify skills in which students are deficient?**





# Assessments

**How can we identify skills in which students are deficient?**



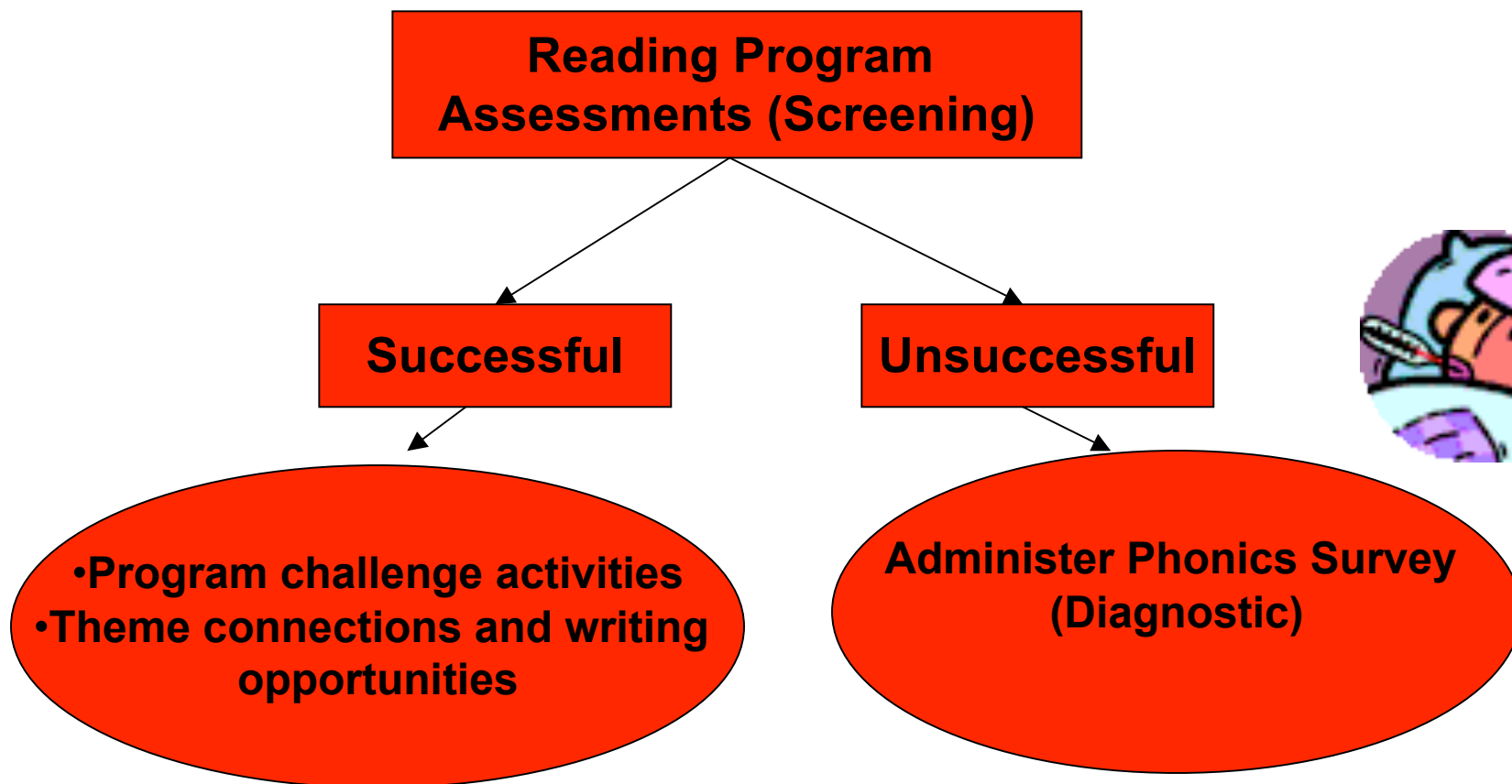
- **State Standardized Tests**
- **National Standardized Tests**
- **DIBELS Measurements**
- **Core Program Assessments**
  - Placement
  - End of Unit



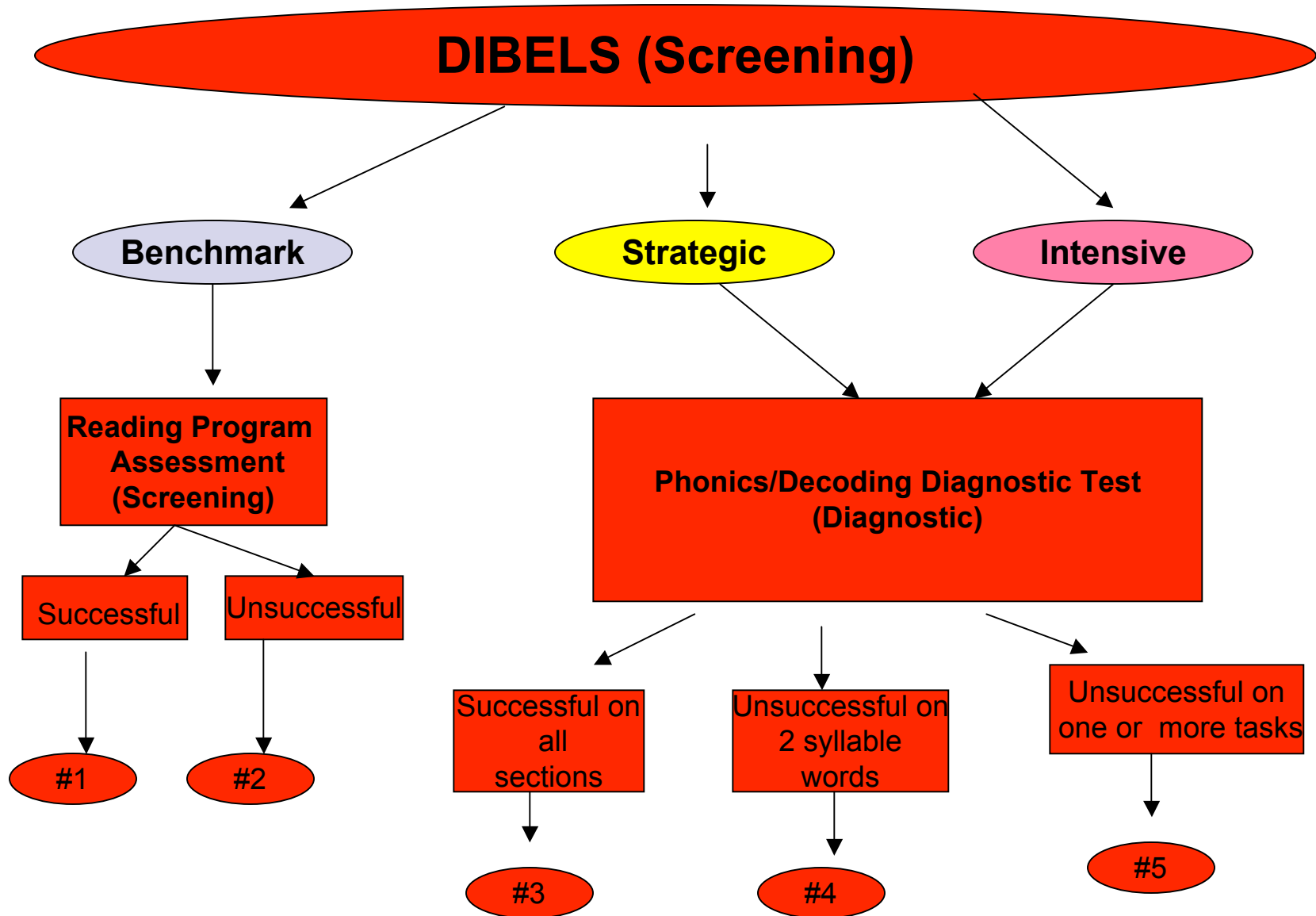
# Four Types of Assessment

- **Screening-** Involves all children and is usually done at set benchmark points such as the beginning and middle of the school year or the end of a unit in a core program.
- **Diagnostic-** Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- **Progress Monitoring-** Involves frequent measurement to determine if students are making adequate progress or are in need of more intervention to achieve grade-level reading outcomes.
- **Outcome-** Provides a bottom –line evaluation of the effectiveness of the reading program in relation to established performance levels (e.g., end of school year).

# Assessing Student Needs



# Assessing Student Needs





# CORE Phonics Survey – Record Form

Name \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

## SKILLS SUMMARY

### Alphabet Skills

---

\_\_\_ / 26 (21) Letter names - uppercase

\_\_\_ / 26 (21) Letter names - lowercase

\_\_\_ / 23 (18) Consonant sounds

\_\_\_ / 5 (4) Long vowel sounds

\_\_\_ / 5 (4) Short vowel sounds

### Reading and Decoding Skills

---

\_\_\_ / 10 (8) Short vowels in CVC words

\_\_\_ / 10 (8) Short vowels, digraphs, and *-tch* trigraph

\_\_\_ / 20 (16) Consonant blends with short vowels

\_\_\_ / 10 (8) Long vowel spellings

\_\_\_ / 10 (8) Variant vowels and diphthongs

\_\_\_ / 10 (8) *r-* and *l-*controlled vowels

\_\_\_ / 24 (19) Multisyllabic words

### Spelling Skills

---

\_\_\_ / 5 (4) Initial consonants

\_\_\_ / 5 (4) Final consonants

\_\_\_ / 5 (4) CVC words

\_\_\_ / 5 (4) Long vowel spellings

### Skills to review:

---

\_\_\_\_\_

### Skills to teach:

---

\_\_\_\_\_

# Phonics/Decoding Screening Test

1.

D	A	N	S	X	Z	J	L	H
T	Y	E	C	O	M	R	P	W
K	U	G	B	F	Q	V	I	

2.

d	a	n	s	x	z	j	l	h
t	y	e	c	o	m	r	p	w
k	u	g	b	f	q	v	i	

Letter  
Names

3.

d	l	n	s	x	z	j
t	y	p	c	h	m	r
k	w	g	b	f	q	v

Letter  
Sounds

4.

e	i	a	o	u
---	---	---	---	---

# Phonics/Decoding Screening Test

## 5. Reading and Decoding

A.

<b>sip</b>	<b>cat</b>	<b>let</b>	<b>but</b>	<b>hog</b>
<b>vop</b>	<b>fut</b>	<b>dit</b>	<b>keb</b>	<b>laz</b>

B.

<b>when</b>	<b>chop</b>	<b>rich</b>	<b>shut</b>	<b>match</b>
<b>wheck</b>	<b>shom</b>	<b>thax</b>	<b>phitch</b>	<b>chud</b>

C.

<b>stop</b>	<b>trap</b>	<b>quit</b>	<b>spell</b>	<b>plan</b>
<b>stig</b>	<b>brab</b>	<b>qued</b>	<b>snop</b>	<b>dran</b>
<b>clip</b>	<b>fast</b>	<b>sank</b>	<b>limp</b>	<b>held</b>
<b>frep</b>	<b>nast</b>	<b>wunk</b>	<b>kimp</b>	<b>jelt</b>

**Short  
Vowel  
Words**

## Phonics/Decoding Screening Test

D.

tape	key	lute	paid	feet
loe	bine	joad	vay	soat

Long  
Vowel  
Words

E.

bark	horn	chirp	term	cord
ferm	bird	gorf	murd	char

R-Controlled  
Vowel  
Words

F.

few	down	toy	hawk	coin
voot	rew	fout	zoy	bawk

Diphthong  
Words

## Phonics/Decoding Screening Test

**G.**

**kidnap**

**pugnad**

**quilbrap**

**complete**

**slifnate**

**prubkine**

**depend**

**sunop**

**wopam**

**zero**

**zubo**

**yodu**

**locate**

**potife**

**zuride**

**stable**

**grickle**

**morkle**

**further**

**tirper**

**pharbid**

**outlaw**

**doipnoe**

**loymaud**

**2-Syllable  
Words  
(2<sup>nd</sup> Grade)**

**H.**

**caravan**

**petimel**

**marmalade**

**dorlishane**

**momentum**

**bolansun**

**velveteen**

**matlopeen**

**3-Syllable  
Words  
(Check end  
of 2<sup>nd</sup>,  
and all  
of 3<sup>rd</sup> Grade)**

# Phonics/Decoding Screening Test

## Phonics/Decoding Summary Sheet

### Alphabet Skills

___/26	(21)	<b>Task 1.</b>	Letter names--uppercase
___/26	(21)	<b>Task 2.</b>	Letter names--lowercase
___/23	(18)	<b>Task 3.</b>	Consonant sounds
___/5	(4)	<b>Task 4.</b>	Long-vowel sounds
___/5	(4)		Short-vowel sounds

### Components/Observations

### Task 5. Reading and Decoding Skills

___/10	(8)	<b>A.</b>	Short vowels in CVC words
___/10	(8)	<b>B.</b>	Short vowels, digraphs, and -tch trigraph
___/20	(16)	<b>C.</b>	Short vowels and consonant blends
___/10	(8)	<b>D.</b>	Long vowels
___/10	(8)	<b>E.</b>	r- controlled vowels
___/10	(8)	<b>F.</b>	Vowel diphthongs
___/24	(19)	<b>G.</b>	Two syllable words
___/8	(6)	<b>H.</b>	Multisyllable words

### Early Phonics

### Advanced Phonics

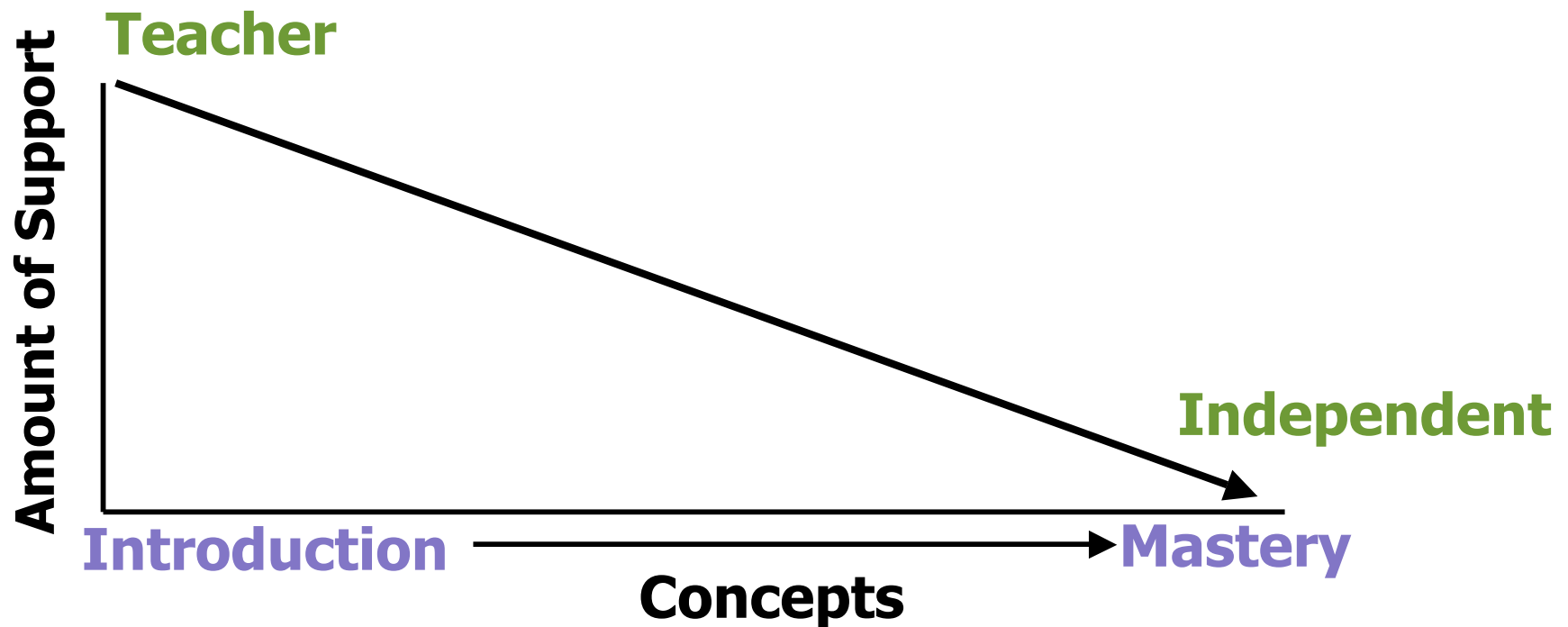
### Multisyllable Words



# Effective Instructional Strategies

# Scaffolding Instruction

Involves interactions that support students in accomplishing mastery of a skill.



# Magnet Board Visual Display



Each sticky note has student's name, teacher and score

Benchmark

Strategic

Intensive

School \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

### Instructional Focus: Early Phonics

Students who are classified Intensive on program independent screening or progress monitoring.  
Students should be placed in categories that match their needs. Further testing may be necessary.

Letter Names Upper-case	Letter Names Lower-case	Consonant Sounds	Long- Short Vowels	Short vowels CVC words	Short vowels, digraphs, tri-graphs	Short vowels, consonant blends
<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>  Tanner b,d,g,c  Abby b, d, q, l	<u>Student Names</u>	<u>Student Names</u>  Stan e, i	<u>Student Names</u>  Tanner ch, ph, tch	<u>Student Names</u>  Abby bl, pl, -lp  Sara st, fl, -lp



School \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

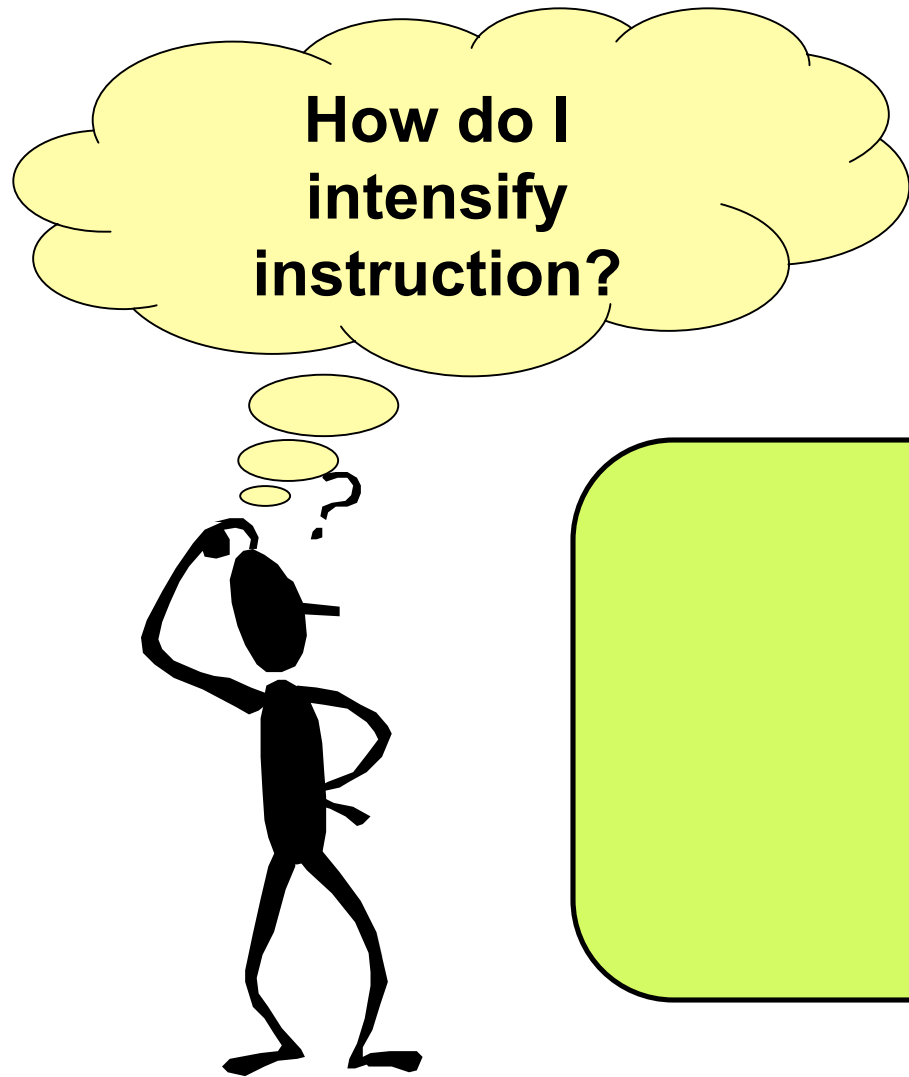
**Instructional Focus: Advanced Phonics**

Students who are classified Intensive on program independent screening or progress monitoring.

Students should be placed in categories that match their needs.

Long vowel spellings	R-controlled vowels	Variant vowels, diphthongs
<p><b><u>Student Names</u></b></p> <p>Frank CVCE, CVCC, CVVC</p> <p>Paula CVCC, CVVC</p>	<p><b><u>Student Names</u></b></p> <p>Frank (ir, er) Paula (or, ir) Sara (er, or) Bobby (er, ir)</p>	<p><b><u>Student Names</u></b></p> <p>Bobby (oa, ph, ch, tch)</p> <p>Frank (ea, ee, sh) Sara (ee, ea, sh) Paula (ea, ch) Jane (ea, oa, tch) Dick (oa, ph)</p>

# Variables for Intensifying Instruction




# Variables for Intensifying Instruction



How do I  
intensify  
instruction?

- Decrease Group Sizes
- Increase of Instructional Time
- Programs and Instruction that are explicit, systematic, intensive, and supportive.

# ALTERABLE VARIABLES TO INTENSIFY INSTRUCTION

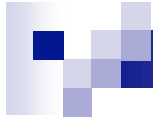
<b><i>Alterable Component</i></b>	<b><i>Level of Specific Enhancement</i></b>			
<b><i>Options</i></b>	<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>
<b><i>Program Emphasis</i></b>	Use core program to explicitly and systematically teach priority skills	Use extensions of the core program  Supplement with preteaching & reteaching	Supplement core with supplemental and/ or intervention program	Replace core program intervention program
<b><i>Time (Opportunities to Learn)</i></b>	Schedule & deliver 90 min. of daily reading instruction	Increase opportunities to respond during core instruction (e.g., choral responding, increase pace, call more often on low performers)	Schedule core + supplemental or intervention period daily (90 min. + 30min. or 90 min. + 60 min.)	Schedule two intervention sessions daily (a double dose of 90 min. + 90 min.)
<b><i>Grouping for Instruction</i></b>	Within core, check group placement & provide combination of whole & small group instruction	Schedule additional small group instruction (9-10 students) for specific skill practice	Reduce group size to 6-8 or to 3-5	Further reduce group size to 2 or Provide individual instruction if needed
<b>INCREASING INTENSITY</b> 				



## Programs that:

What are the best research based programs available?

- Provide explicit and systematic instruction
- Target the knowledge and skills that have the highest impact on learning to read.



# Selecting Programs

Florida Center for  
Reading Research

[www.fcrr.org](http://www.fcrr.org)



# Time Recommendations

As Much Time As It Takes!

How much  
extra time do I  
need to plan  
for students?

- 90 minutes per day
- 90 min. + 30 min.
- 90 min. + 60 min.



# Don't Forget About the Power of Re-Teach and Pre-Teach

Struggling Learners Often Just Need Extra Repetitions in  
Order to Master a Skill!



# Supportive Instruction

- Sequences Skills
- Models and explains thinking processes, or “think alouds”
- Provides corrective feedback



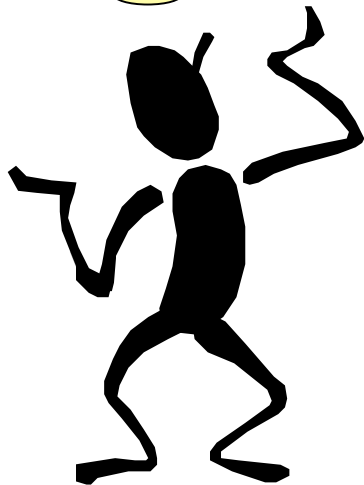
# Effective Instructional Techniques

- Unison Oral Responding  
“Miles on the tongue.”
- Consistent Signaling
- Perky Pacing
- Monitor Students-Make sure you have 100% participation
- Teaching To Mastery



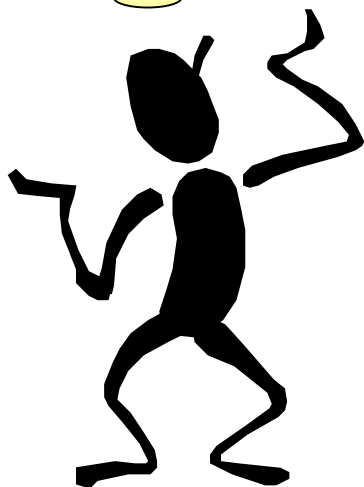
# Developing Goals and Monitoring Student Progress

**Which students should we monitor frequently?**



# Developing Goals and Monitoring Student Progress

**Which students should we monitor frequently?**



**Program Placement Test**

**>95%=Mastery**

**<80%=Concern**

**State Standardized Test**

**Nearing Proficient**

**Novice**

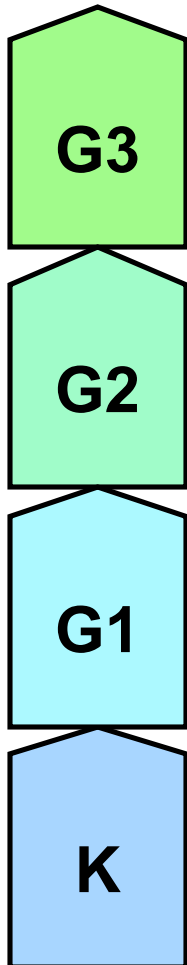
**DIBELS Measures**

**Strategic**

**Intensive**

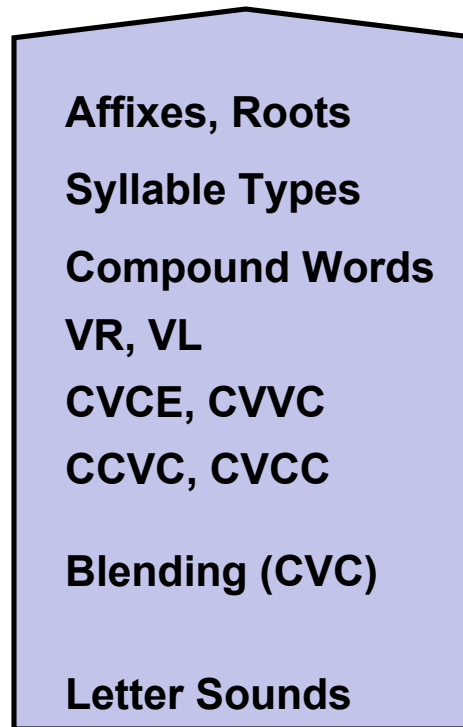
# HIERARCHY OF SPECIFIC SKILLS - **READING MECHANICS**

## PHONOLOGICAL AWARENESS

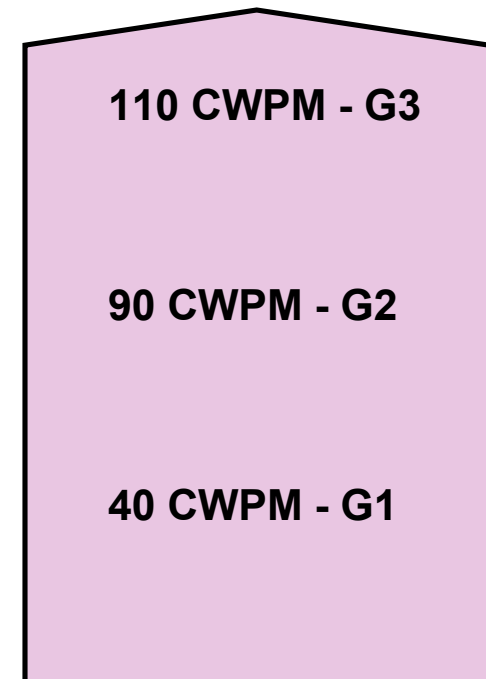


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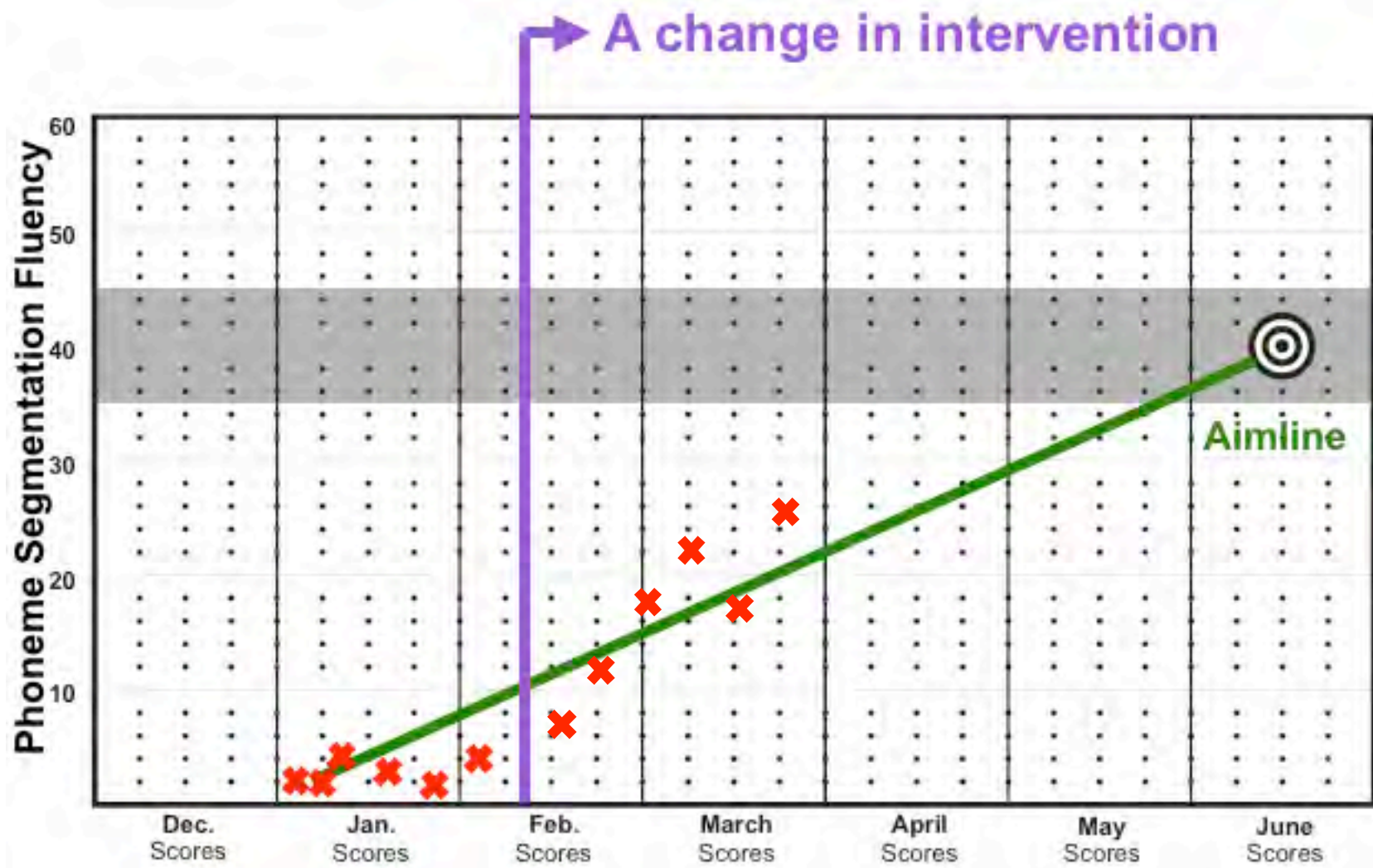
## PHONICS



## FLUENCY



# Progress Monitoring



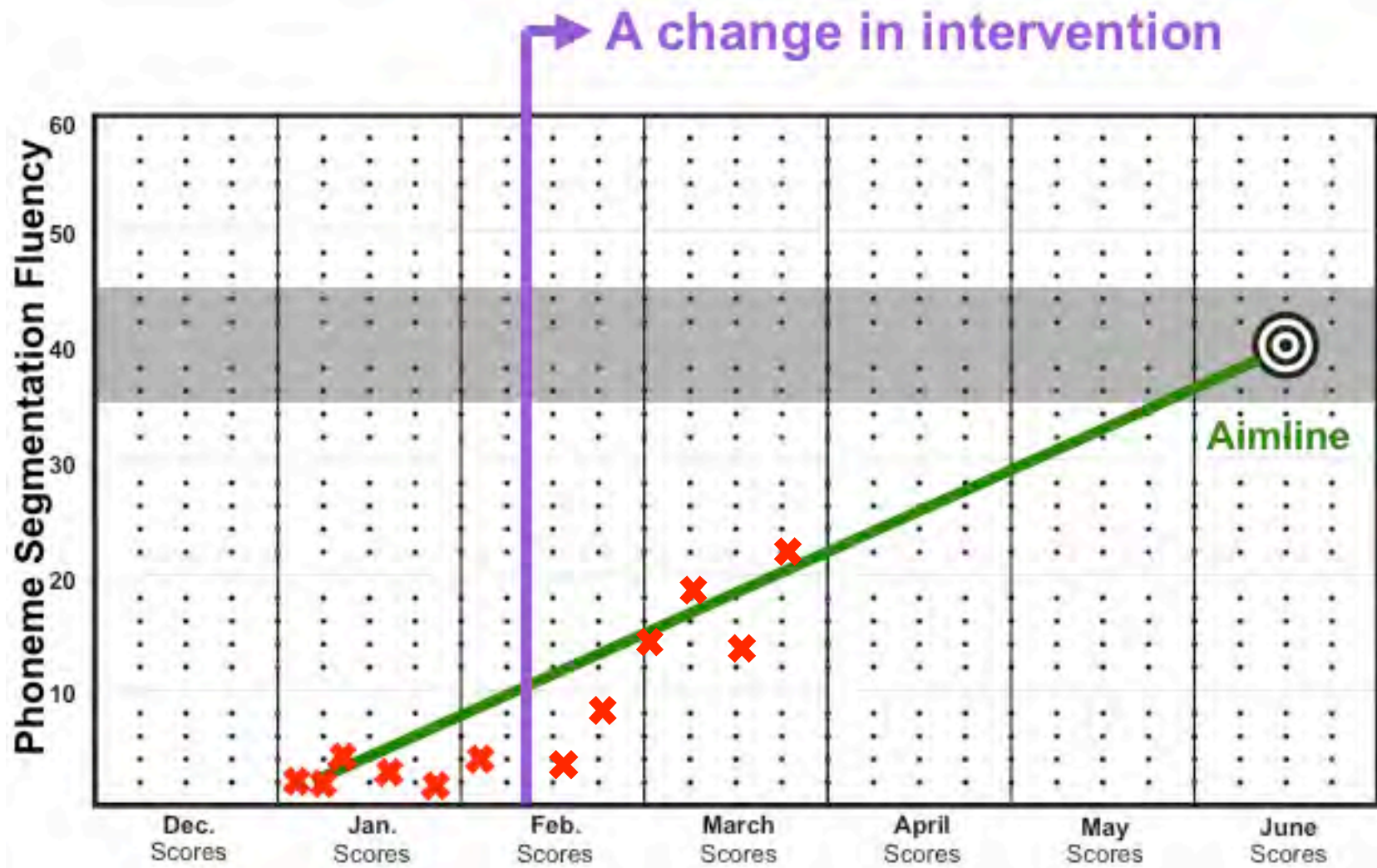


# Formula for Goal Setting

End of Year Target - Current Score = Overall Target

Overall Target = Weekly  
Number of Weeks left of school Target

# Progress Monitoring



What would our weekly goal be for this student to ensure that she would be on track for the next school year?



# Formula for Goal Setting

End of Year Target – Current Score  
=Overall  
Target

$$40 - 4 = 36$$

<u>Overall Target</u>	= Weekly
Number of Weeks left of school	Target
<u>36</u>	= 1.7 sounds per week
21	

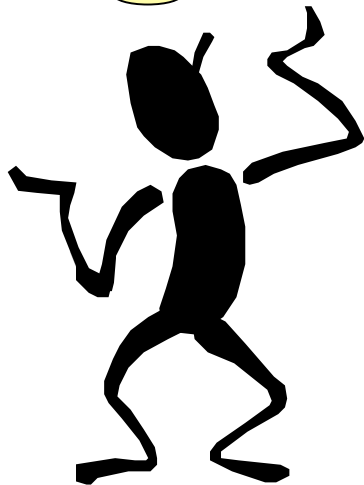


# Setting Reasonable Goals

- According to the formula this student would need to increase by 1.7 sounds per week in phoneme segmentation fluency.
- Do you think this is a reasonable expectation?



**How often should I be progress monitoring my students?**



**It depends on what we intend to use the information for?**



# Progress Monitoring Frequency

- Once a week
- Bi-weekly
- Monthly
- Quarterly

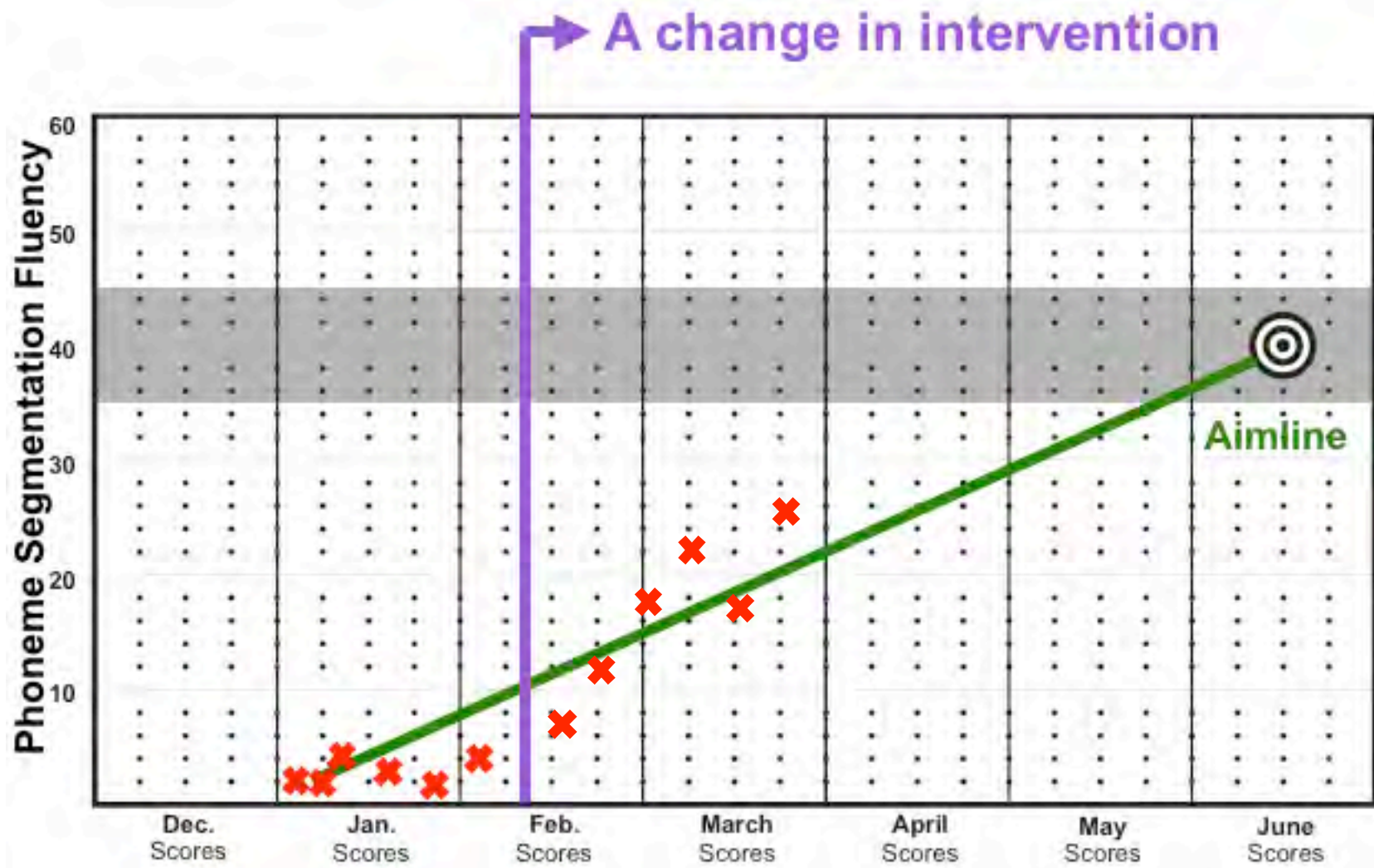



How do we know when the  
instruction we are providing  
is not working?



When 3 data points fall  
below the aimline.

# Progress Monitoring





# Teaching without assessments is like sending your class out on a dark night without a flashlight!

- Many will stumble along the way. 🔊
- Someone is bound to get hurt badly. 🔊
- Some may get lost and never return! 🔊





# Tara Ferriter-Smith

- Office of Public Instruction
- IDEA Instructional Strategies Specialist
- 406-444-0923
- [tferriter@mt.gov](mailto:tferriter@mt.gov)



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